

The Church School Teacher

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THE
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COVER PHOTO: *The nursery
and kindergarten children
at a vacation church school
in Worcester, Massachu-
setts, hold their final
"service." Here Priscilla
is welcomed into the con-
gregation by Robert.*
*Religious News Service
Photo*

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From Your Director

By LAEL H. WESTBERG

THIS is our "helps" issue for Sunday School teachers. In it we discussed the Christian Growth Series for the fourth quarter, i.e., July, August and September. Study the articles for all departments if you wish, but be sure to read down hard on the article for your own department.

Many Sunday School staffs use the quarterly "helps" articles for their monthly meetings. That is why we include the feature, *Suggestions for Your Next Three Teachers' Meetings*. Follow the outline: 1. Bible Study, 2. Background Study, and 3. Departmental Sessions. We guarantee, money back, that your staff will show amazing progress if they follow the plan.

Not Everyone Leaves Town

About this time of year some churches and their schools look forward to a long summer's nap. In cities and villages the notion blossoms with the spring flowers that the next month everybody moves to the seashore, the mountains or

the lakes. And in rural areas everyone is too busy for Sunday School. But, of course, everyone doesn't leave town. And everyone doesn't work on Sunday. Some families take a two weeks' vacation. Some even a month. But most folks are around and available during the summer months. That is why a strong Vacation Church School should be held and why Sunday School should continue operating.

Get Substitutes

Most Sunday School teachers want and need some time off. But children do not. Children whose regular Sunday Schools take a summer siesta find other church schools to attend. Summer can get boring for children. Our suggestion is that extra teachers be enlisted to substitute so your regular teachers get a breather. Another suggestion is that you make the summer months a training period for prospective teachers. Start them early in the summer and they will be ready to take over by the time the regulars are vacation bound.

A third suggestion is that the Church School do some extra promoting during the summer months. The annual picnic is one inducement for pupils. Department or class organized excursions and field trips to community points of interest are fun and educational, too, when they revolve around something you are teaching. Weekday picnics and outings can build com-

radeship and give the teacher insights about the class never gained in the classroom.

This issue won't be much help to you if you close for the summer. Or if you just stagger through the season. But it will be a real pick-me-up if you make the most of July, August and September. At least that is our fond hope.

Happy Summertime!

Suggestions for Your Next Three Teachers' Meeting

For Your June Teachers' Meeting

THE purpose of the June meeting should be to study and make detailed plans for the July Sunday school sessions.

Opening Worship—5-10 minutes

Bible Study—30 minutes

The units to be studied in each of the departments during the Fourth Quarter call for a study centered in the meaning of the Christian life. If your pastor can lead these studies, it would be well. We suggest that the Bible study theme for the June meeting be: **WHAT IT MEANS TO BECOME A CHRISTIAN—JUSTIFICATION.** Suggested Biblical basis: Romans 3:9-10, 23 and 7:18, Psalms 32:1-5, Luke 24:45-48, Ephesians 1:7, Acts 5:29-32, Acts 10:43, Acts 26:12-18, Hebrews 10:15-17.

Background Study—30 minutes

SONGS AND HYMNS OF FAITH AND

JUSTIFICATION

Since much of the work to be done this quarter lends itself well to the development of the devotional life of the children, we suggest that hymns, especially those which can be taught to the various age levels, be studied. Ask your choir director or some other qualified person to select songs for each age level and lead the teachers in singing them. The songs should be selected from the Hymnal, the Junior Hymnal, Youth's Favorite Songs, Songs for Children, or other good collections.

Departmental Sessions—at least 10 minutes

The teachers of each department should meet separately. Each teacher will need the Fourth Quarter

for lesson material and the June issue of THE CHURCH SCHOOL TEACHER in which the "Helps" articles are published. They will study and make plans for the teaching of Unit A or the next month's work. This study may consist of the following:

1. Discussion of the unit as a whole.
 - a. Biblical basis and aims.
 - b. Activities and materials needed.
 - c. Plans for worship.
2. Detailed plans for each lesson of the unit or month.
3. Preparation of material needed.

For Your July Teachers' Meeting

The purpose of the July meeting would be to study and make detailed plans for the August Sunday school lessons.

Opening Worship—5-10 minutes

Bible Study—30 minutes

The quarter's study on the Christian life could be continued with: WHAT IT MEANS TO GROW

A CHRISTIAN—SANCTIFICATION. See the suggestions given for the June session. Suggested Biblical basis: 2 Peter 3:18, Galatians 2:2-5, 1 John 2:4-6, John 1:16-17:1, James 2:26, Ephesians 1:3-4, Ephesians 5:25-27, 2 Corinthians 9:8-9, John 15:1-8, Philippians 3:14, Thessalonians 2:14, Matthew 26:41, Ephesians

6:10-20, Hebrews 10:25.

Background Study—30 minutes

SONGS AND HYMNS OF SANCTIFICATION

See suggestions given for the June meeting.

Department Sessions—at least 60 minutes

Study and planning for the teaching of Unit B or the next month's work. See the suggestions given for the June session.

For Your August Teachers' Meeting

The purpose of the August meeting should be to study and make detailed plans for the September Sunday school lessons.

Opening Worship—5-10 minutes

Bible Study—30 minutes

The study on the Christian life could be continued with: WHY AND HOW THE CHRISTIAN PRAYS. See the suggestions for the June meeting. Suggested Biblical basis: Matthew 6:6; 21:22, Hebrews 11:6, James 4:8, 1 John 5:14, Luke 11:1-6, Acts 10:9, Philemon verse 4, James 5:16.

Background Study—30 minutes

SONGS AND HYMNS OF PRAYER

See the suggestions given for the June meeting.

Department Sessions—at least 60 minutes

Study and planning for the teaching of Unit C or the next month's work. See the suggestions given for the June session.

Helps for Teachers of Kindergarten

Christian Growth Series, Kindergarten I, Fourth Quarter

By RUTH M. SWANSON

*Staff Member
Augustana Board of Parish Education*

WE are almost at the close of another church school year! We have heard glowing reports concerning PTR missions from various sections of our country. How important are we, as church school teachers, to this program? Mrs. Fenner, in the opening statement of our Teacher's Guide, places a high premium on our work: the greatest of privileges—guiding the lives of boys and girls.

Prerequisites

Just as any privilege demands responsibility, so the privilege of guiding our four-and five-year-olds in Christian growth demands a preparation for this guidance. Some prerequisites to preparation are outlined in the paragraphs titled, "How Do You Prepare?" Let us read pages 5 and 6 of our Teacher's Guide carefully and resolve to follow the advice given: learn to know our pupils, begin our preparation early, discover ways of varying our procedures and make the best

use of our equipment and material.

Our preparation properly begins with a preview of the quarter. We have two very practical units dealing with two of the desired outcomes of Christian Growth Series, namely, Christian Living and Use of Christian Resources.

Home Related

The teachings of both units are definitely related to the home. This quarter, then, could be used to revitalize our church-home contact. When home and church work together real progress is made.

The beginning of the quarter would be an appropriate time for each child's parents to receive, from the kindergarten department, a letter explaining the aims of each unit and reminding them of the suggestion, "How Parents May Help," in each leaflet.

Closer home-church relationships would result from meetings with parents where topics of mutual interest, relative to church school

work and/or ways of encouraging "Bible living" in the home, were discussed. Incidentally, *'Til Eight Stories* (one of the church story papers) carries stories, poems and puzzles which further encourage Christian living. Many churches have these papers sent directly to the homes.

The lesson outlines in the Teacher's Guide give us hints in understanding the children of the kindergarten department and many helpful suggestions for pre-session and class session activities. We will need to study each plan carefully, thinking of our own situations, and adapt the ideas which we can use advantageously.

Our author has reminded us that sometimes it is difficult to find a specific Bible story related to a particular lesson thought. Consequently, imaginative stories of Bible times have been used to teach the lesson and apply the aims.

Unit A

Unit A, "Living as God's Child at Home," encourages the kind of living which builds for "later usefulness in the kingdom of God." Our aim will be to guide our pupils toward such characteristics as obedience, independence, responsibility, appreciation, kindness, courtesy, happiness and a desire to share.

The suggested Biblical basis for

some lessons is for teacher's background rather than a story to be told to the children. However, stories of what might have been are included in the Pupil's Leaflets. These stories should be told when they seem to fit naturally into the lesson, preferably in the smaller more intimate class group. This will afford an opportunity for more children to enter into the discussions and activities relative to the story.

God's Creatures

In addition to encouraging habits of responsibility with Lesson 3, we should stress the importance of animal life. It was so important that God perpetuated it even through the Flood. As Noah was asked to care for the animals through that experience, so we should care for them. Adding the following references to those already given for Lesson 3 will help us do this: Genesis 6:11-22; 8:18-22.

The first verse of "Jesus Friend of Little Children," found in *Songs For Children*, has probably been memorized by every kindergartener in the Church. This unit offers an opportunity to teach the second verse meaningfully. It is actually a children's prayer for help in Christian living.

The missionary theme for this unit is "We Help Others." We might consider learning of and con-

tributing to an orphanage as a possible unit project. Check also the mimeographed plans called "God's Children Everywhere," available from Women's Missionary Society Headquarters, 3939 Pine Grove Avenue, Chicago 13, Illinois.

Modern life pictures found on covers and in advertisements of magazines make excellent illustrations for the theme of our lessons. Some pre-session time could be spent with a group project such as making a scrapbook, "In My Home," having a page for each lesson, with illustrative pictures and an accompanying Bible verse. This would stimulate review and motivate interest in the new lesson.

Then, as a culminating activity, a practical way of emphasizing Christian living would be following the suggestions given for Lesson 7 and 8 of planning for and having a sharing time with our parents as guests.

Unit B

The second unit, "We Say Our Prayers," is a study of prayer as it is related to the lives of the children in our classes. It is obvious that we cannot teach our children all they need to know about prayer in the five lessons of this unit, but each week prayer should become more meaningful to them and their faith in God strengthened as they

are helped to understand that God hears their prayers and are encouraged in good prayer habits.

A Good Foundation

In this connection we must remind ourselves that prayers in the kindergarten department should be simple, informal and understandable by the children. This is true whether the prayer is phrased in definite language intended to be memorized by the children or the children's thoughts are formulated into a prayer by the teacher. Spontaneous prayer voiced at any time during the class session is by far the most valuable. It may come after a song or story, or it may come following or during another activity. We must recognize and capitalize upon those moments. They may be the foundation of the prayer life of our youngsters.

Again, as in Unit A, some of the stories to be told to the children, although Biblically based, are not specific Bible incidents. Nevertheless, they serve a real purpose in focusing our thoughts on the lesson aims.

Prayer-Centered

Our discussions during this last unit will center around the reason and place for, the manner and object of our prayers. Our Teacher's Guide has excellent suggestions to help us outline our own thinking

ch a way that we can more adequately and purposefully teach these lessons.

A group project, such as learning and illustrating the song, "Thank You for the World So Sweet," from *Songs For Children*, would interest early comers.

We should also check the suggestions in "God's Children Everywhere." This unit's missionary emphasis is "We Pray for Others" — excellent correlation with our teaching material.

At the close of this quarter our "First Graders" will be promoted.

Lesson 13 has been planned with that in mind: to help our "graduates" be enthusiastic about going into a new department to meet and work with new teachers and new friends.

May we keep constantly before us the underlying aims of this quarter, namely, helping our children grow in:

1. The desire and ability to do the things which God wants them to do, wherever they are, and

2. The use of very simple prayers and hymns, in a religiously enriching way.

For Complete Joy!

By Mrs. Elsie S. Lindgren

*Be eager to learn!
Be silent, and hear!
Sweet is God's Word
to the listening ear!*

*Sweetly, and surely,
disclosing His Will!
Peace floods the questioner!
Glib tongues are still!*

*Complete is our joy!
What goal is as fair?
We walk with God's Son,
and His Kingdom we share!*

1 John 1:4

Helps for Teachers of Primary

Christian Growth Series, Primary III, Fourth Quarter

By RUTH M. SWANSON

*Staff Member
Augustana Board of Parish Education*

WE are about to begin the last quarter of our church school year. At the close of these three months some of our pupils will be promoted to the junior department. They have had many experiences during the three years they have been in the primary department. Have these experiences helped them grow in their fellowship with God, in their Christian faith and in their Christian living?

Adjustments Necessary

Before we plan for the remainder of the year we need to take time out to discuss the desired outcomes of our curriculum in relation to the boys and girls of the primary department. See page four of the Teacher's Guide.

This summer quarter will be characterized by the non-attendance of vacationing class members as well as by the attendance of vacationing visitors. This will call for thorough preparation on our part. In fact, so thorough that we can quickly and easily adapt our teaching to a class of fourteen or to one of four or five!

Let's begin our preparation with a preview of our quarter's work. A quick glance will show us that it is divided into two units of thought, each stressing one of the desired outcomes of Christian Growth Series, namely, Use of Christian Resources and Christian Adjustment.

Prayer Life

In defining Use of Christian Resources in relation to primary children, our curriculum writers have included "earnest, unaffected prayer." "For Whom Do We Pray?" (Unit A of this quarter) is the third full unit of Christian Growth Series for the primary department in which prayer is the unit theme. This unit, planned to give practical experience to the prayer life of primary children, will help them realize we should widen the boundaries of our concern and pray not only for ourselves, but for our family, friends, enemies, the "different" people, for our church and our country. Isn't it interesting to note the natural progression from self to country? All areas of our li

could have just such ever-expanding and more inclusive horizons.

In this unit we study five New Testament stories and two Old Testament ones showing how people turned to God in prayer for help and guidance. May our own prayer life be increased as we prepare to teach these lessons, and so may we better discharge our responsibility of helping our boys and girls grow in fellowship with God in prayer. We must help them understand that they can bring their problems to God just as the Bible people did. Prayer then will become a very real and important part of their everyday living.

Be Early

How shall we do it? How shall we accomplish the aims of their very important unit? As teachers in the primary department we should together consider and adapt to our situations the suggestions of Mrs. Vogeley has on pages 5-8 in the Teacher's Guide. We should pay particular attention to the opening sentence: "The teachers should be present early enough to precede the first arrivals." It will add to our confidence and poise if we come early enough to have things well in hand before the children arrive.

What about related activities to reach the aims of the sessions? See suggestions for the prayer

book, page 12, will be helpful. It would be more personal, however, if the children would dictate their own prayers rather than use the already formulated ones. Copies of the prayer could be typed and given to the children the following Sunday. Having conversation about them and pasting them in the prayer books during pre-session time would stimulate review.

Jesus With Us

Our studies in Unit A will lay the foundation for Unit B, "Jesus With Us Everywhere." A child's growth in the awareness of God's presence begins with his free expression in prayer.

The Biblical basis for most of the lessons of this unit is found in the Old Testament; nevertheless, it will be simple to find a parallel in present-day living and thus help our children to realize that Jesus is with them always: in any difficulty, when they move, when things change, when there is someone new at home, or when it is hard to do right.

The song, "Heavenly Father, Hear Thy Children," on page 64 of our Teacher's Guide has a very singable tune. Although it incorporates the thoughts of both Unit A and Unit B, it might well be chosen as the unit song for Unit B.

There is a very important suggestion given under the caption,

"Memory Work," on page 39 which we must incorporate into all of our teaching, namely, "Work all this (memory work) in naturally first of all as you tell the story." In such a procedure the memory verse will be a part of our teaching rather than apart from it, thus making it more meaningful to our children.

In addition to the activities listed in our Teacher's Guide for use with the children in class, we must not forget our home-church contacts. The suggestions given on page 53 for encouraging home-work would be pertinent to any lesson. Teachers, let us not use the Pupil's Leaflet as a teaching aid for us in class, but rather an aid to parents that they may be better able to carry on, during the week, the work we began on Sunday.

Use 'Til 8 Stories

Another home contact very appropos with the work of this unit would be devotional material correlated with our lessons each week. We might prepare an outline containing a Bible verse, prayer and song suggestions for each day of the following week. For example, following Lesson 8, the suggested Bible verses would be taken from the first chapter of Joshua. A brief outline, such as this, included with the Pupil's Leaflet each Sunday

could do much to encourage family worship.

We must not forget to remind ourselves, too, to make use of the church story paper. 'Til Eight Stories has short stories, poems and puzzles of interest to primary children, which correlate with the lesson material. The aims of the lessons are applied to stories in which the child can identify himself and make proper application. This is another "follow-up" of the lesson we begin in class.

Remember Visitors

Just one last thought concerning our summer quarter. We know we will have visitors in our classes. We have a responsibility to them also. We must make them feel welcome at home and happy. Most boys and girls treasure a remembrance from the Sunday school they visited during their vacation. It may be something as simple as a home-made book marker: a cross cut from colored construction paper with the words WELCOME TO OUR SUNDAY SCHOOL and a Bible verse, such as Matthew 28:20.

So, primary teachers, let us accept the challenge of vacation time, use our God-given imagination and make the final quarter of our church school year more interesting than ever, both to our regulars and to the visitors we may have in our classes.

Teaching That Meets The Differences

By GLADYS PETERSON

I FIND that it is so difficult to plan a lesson that will hold the attention and secure responses from all the pupils in my class. I have been impressed with the marked differences in characteristics manifested by the nine children in my class. Even though they are all ten years old, there is no uniformity in their physical stature and much less in other areas of their development," offered Sarah at a meeting of the teachers in the Junior Department at Trinity Lutheran Church. "How does one adapt materials to a group with such varied abilities? Why, I have two children who cannot even read the materials we are using."

"As a beginning teacher, you are learning fast, Sarah," responded Mrs. Johns, the Superintendent of the Department. "You have identified a persistent problem which faces all teachers. I fear most of us too quickly accept this situation

as an inevitable one and think there isn't much we can do about it. We just go ahead and use the lesson materials which are supposedly prepared for our age group and the children for whom they are too difficult or too easy will just have to get what they can. That each child is different and learns in accordance with its total state of readiness is a truth to which we give lip service only."

"Just recently I read a meditation which emphasized the uniqueness of each one of us as God's creation," commented Mary. "No two people ever have been alike nor ever will be. There never will be another person just like me; I am precious in God's sight as a dis-

Miss Peterson is Director of Elementary Education at Bethany College, Lindsborg, Kansas. She is active in the parish education program of her congregation and has also served three terms as member of Augustana's Board of Parish Education.

tinctly unique individual—a very special creation. That fact is surely one of the marvels of God's creation. It is both thrilling and sobering."

"This is a topic which interests me very much," chimed in Susan Johnson who recently had completed her teacher education course at a near-by church college. "I have been doing much thinking about this matter, because in our elementary education courses individual differences was one of the



'hot topics' of the day. In fact, it can be said that one of the present-day trends in education is the recognition of individual differences and attempting to plan educational programs which take these differences into account.

"I recall how impressed I was in one of my beginning courses in education when a supervisor from the State Department of Education

addressed the class. When she stepped before the class, she turned to me and asked, 'What size shoes do you wear?' After I told her, she asked several other students the same question and learned their shoe sizes. Then she said, 'Well, I guess I'll just go down to the local shoe store and buy thirty pairs of size 6 and make all of you wear that size!' You can imagine the looks on our faces, but she certainly had gained our attention and it wasn't very difficult to follow her thinking as she asked, 'Aren't we just that foolish when we give all the children in a certain grade exactly the same assignment?'

"Research studies point out that in every grade it is common to find a reading level span of three to five years. That is, in an average fourth grade there may be some children who can read only second grade materials and some children who can read seventh grade materials. This situation surely presents a difficult problem for the teacher who wants to provide classroom activities which promote the greatest growth of each pupil. But pardon me, folks, I didn't intend to take over entirely."

The teachers immediately begged, "Oh, please continue, this is most interesting."

And as Mrs. Johns, the Superintendent, also urged her to proceed, she added, "While we are

very curious and interested in hearing about methods used in meeting this problem of individual differences in our public schools, I am sure you sense we are thinking and considering what ideas you have for taking care of this factor in church school classes."

"You surely put me on the spot," Susan admitted, "but perhaps I can share some of my thinking on the subject and then I suggest we continue to study this topic and experiment with ideas which we can share with one another from time to time.

"You know that in using the Christian Growth Series materials we have been urged to teach by units ordinarily consisting of from three to six lessons rather than by fitting each lesson as an entity in itself. One of the claims for the unit method is that it provides more opportunities for individualized assignments. As plans are made for spending several sessions on materials organized around one theme, long-range activities are plotted and instead of all the children being responsible for exactly the same material, each can be given responsibilities in accordance with his ability.

"When beginning a new unit, how would it work to spend the first Sunday introducing the entire unit in as interesting and motivating a manner as possible and then

have the children and the teacher ask questions concerning the topic to be studied? These questions could be written on the blackboard as they are presented and each pupil could select those for which he wanted to be responsible as the five lessons in the unit were studied. My guess is that the questions would vary in difficulty and



I would attempt to engineer it so the capable children would select the most difficult and vice versa.

"The teacher would set up the time schedule for the answers because she has the blue print of the entire unit and would know in what lessons each question and answer would be most appropriate.

"The children would also be challenged to try to present their answers to the class in some different fashion. Each will take turns at being the teacher and will

try to give his answer in a way which will help his classmates understand and remember it. Charts, diagrams, pictures, maps and demonstrations will be encouraged because they would help especially the slow learners by visualizing and making more concrete the information being learned."

"I can see how the able children in a class might be challenged by this procedure. They are resourceful and would enjoy digging for answers to their questions and planning a unique way of presenting these answers to the class, but I must say I can't see how my two who can't read will be helped by this method," was Sarah's reaction.

Mary came to the rescue by suggesting, "I feel that we teachers are going to have to be willing to give some out-of-class time to our pupils. How about having these two pupils come to your house some afternoon after school and together you plan and work out a real surprise for the class in connection with their questions? These children are in such desperate need of some success experiences which will give them status in the class. Just think of the hours 'after school' our public school teachers always are giving these children. Should we not even be more willing than they to give extra time if we are really concerned about their spiritual growth and development as

God's children? Here in this small town, getting to the teacher's house after school for special help and drill occasionally would not be impossible. Why haven't I thought of this before, I wonder? I am going to see if my Harry and Jack can come to my house sometime next week."

"That is a wonderful idea, Mary," agreed Sarah, "I am ready to give that a trial, also. In fact, I even am ready to make an attempt at teaching a unit in the manner Susan has suggested. I move that we spend the next teachers' meeting working together on the necessary detailed plans for one of the units in the next quarter."

That motion passed and Mrs. Johns arose from her chair as she brought the meeting to a close. "My dear co-workers, I am so impressed with our meeting this evening. It just seems as if a bomb of ideas has exploded in our midst! I predict that we shall be astounded at the powerful effects which gradually can become evident in our classes. And isn't it true this is so dependent upon our willingness to claim the promise we read in I Corinthians 9:8 earlier this evening: 'And God is able to provide you with every blessing in abundance so that you may always have enough of everything and may provide in abundance for every good work.'"

Helps for Teachers of Juniors

Christian Growth Series, Junior III, Fourth Quarter

By MRS. MARLYN V. LARSON

THIS article is written with the hope that the teachers of juniors in your Sunday school will have the opportunity to discuss the new quarter's work at the June Sunday school teachers' meeting. However the suggestions given here are also meant to be helpful to the teacher who plans alone.

Begin your planning for *As We Grow Older* with a Bible study centered in the question, "What does it mean to be a Christian?" Here are a few helpful Bible passages: John 1:1-12, 2 Corinthians 5:17-21, Philippians 3:7-14, and James 1:21-27. You can find others by using a concordance to the Bible. It is important that the teacher has seriously faced this question himself before attempting

to guide the juniors to answer it. The booklet, *Growth of a Christian* by George Arbaugh, \$.90, will help you understand more clearly what Christian character is and how to help the juniors develop it.

An Overview

Then would follow an overview of the units to be studied during the quarter. The Teacher's Guide gives a fine outline of each unit on the pages just preceding the unit material.

The overview of the units should give you an outline similar to the following:

- I. The Aims
- II. The Activities
- III. The Materials Needed
- IV. The Preparation Needed.

Mrs. Larson is a former staff member of Augustana's Board of Parish Education. She is now busy in the activities of a triple-church parish as the wife of Pastor Marlyn Larson at Tolley, North Dakota.

In addition to the excellent suggestions in the Teacher's Guide it would be well to check the mission study, activity, and worship ideas

given for the quarter in "Christian Growth Through Sharing," Junior III. This helpful material is available from the Women's Missionary Society Headquarters, 3939 Pine Grove Avenue, Chicago 13, Illinois.

This quarter offers an especially fine opportunity for growth in the junior's devotional life. Our church, in the official Sunday school story paper for the junior department, *Junior Life*, is providing daily devotional suggestions which are related to the lessons being used in Sunday school. These papers are also the source of valuable stories, puzzles, and games which complement the units being studied.

Here are a few unit ideas which have come to the writer as she has studied this quarter's material:

Unit A. God Wants Juniors to Grow Up

This unit is designed to help the junior realize that "growing up" is God's plan for him and that God has given rules to help him become his "very best" physically, socially, mentally, morally, and spiritually. Such an aim makes this unit one of the most important, for through it we help the junior to apply Christian principles to his present activity. It is also important because we must be certain that the observance of these rules does not become

an end in itself. Such observance must be the God-given means of growth toward becoming a fit "temple of the Holy Spirit." I Corinthians 6:19-20 should always be kept in mind. It would be well to make a motto of these verses for your classroom.

It is advisable to carry out the activity suggested for teaching this unit. The making of the six charts, one for each of the "growing up" rules, will stimulate the junior's interest and hold it throughout the unit. It will be necessary to secure six large sheets of paper and to make a collection of pictures on each of the topics.

Good Vacation Activity

Since the unit will be taught during the vacation days, the juniors will have ample time to collect or draw the needed pictures. The class could be divided into six teams and each team assigned a topic for which they are to provide pictures. It is a good plan to give each team a large envelope labeled with the topic. During the week the teams can meet to go through newspapers and magazines available in their homes or make drawings to illustrate their topic. It is usually well for the teacher to collect a few pictures to supplement those brought in by the teams.

The summer months also give the children more time for reading.

If your community has a public library, there are many books available there on the subject of "growing up." The librarian in your town helped a "junior" teacher make a list of such books and also arranged a shelf of them in the library. Mobile units from city libraries will supply you with books on given topics upon request. In rural states, such as North Dakota, the state library will send out books on desired subjects.

This unit is closely related to the study of health and citizenship. The public school approach to these subjects has greatly improved in recent years. The textbooks used are interesting and beautifully illustrated. It would be well to secure copies of those used by your pupils and refer to them during these lessons.

If you wish to add a book or two to the Sunday school library which will be useful during this unit, here are a few suggestions:

Egermeier's Bible Story Book (new revision), \$3.95

A Picture Dictionary of the Bible, \$1.50

My Prayer Book, compiled by Margaret M. Carlson, 35¢

The Ten Commandments by Mary Alice Jones, 15¢

His Name Was Jesus by Mary Alice Jones, \$2.95

A Boy Called Luther by A. G. Joelsson, \$2.75 (Good for

teacher use. Parts could be read to class.)

My Good Manner Book by William and Vivian Lessel, 25¢.

Unit B. God Himself Is Present

In these two lessons we are to help the junior grow in the awareness that man's creations as well as God's must reflect the divine Creator or be the instruments of destruction. This is a tremendous thought which has great significance in our age of scientific discovery and invention.

Both of the lessons are very well organized. Careful planning and preparation by the teacher will make this unit a wonderful spiritual experience for the whole class. Again, library books can be suggested for reading and used for reference in classwork. Many homes have sets of children's encyclopedias which are full of information about nature, science, and invention. One of the juniors will be happy to bring his set for class use.

The Moody Science Filmstrips on Astronomy or The Atom would be interesting for family night use during this unit.

These lessons as well as those of the entire unit lend themselves well to a closing devotional. The order of service given on page 84 in the Study Book is a good outline. A Scripture selection from the lesson

of the day may be substituted for the Psalm given. Juniors throughout the Church are now planning and leading the closing worship of their department or of the whole school with good results.

Unit C. When Things Change

The three lessons of this unit aim to help accomplish the fourth desired outcome of the Christian Growth Series—Christian Adjustment. As the junior grows older he should become aware that change is part of life. We should prepare him to meet his share of change with Christian poise.

Today many juniors have experienced much change for which they were not prepared. The result may be a confused child who is not even certain of parental love or the unusually restless youngster who has moved so many times that he hardly expects to be back in your class next Sunday. Can we help these children develop a stability based in God?

The juniors have a great admiration for the courageous and heroic. They will learn much from the well chosen Bible characters studied in these lessons. Biographies of famous men and women such as those used in Lesson 11 will also be helpful. Your Sunday

school library could supply such books as Elsie Egermeier's *Girls' Stories of Great Women* and *Boys' Stories of Great Men*. Each, \$1.50.

The very best type of activity to be carried out during this study would be one in which the juniors are able to help others meet change and difficulty. See "Christian Growth Through Sharing" for ideas.

Unit D. Two Great Questions

These two lessons bring the study of the whole quarter to an appropriate climax. Lesson 13 serves as a review of the entire quarter.

Before teaching these lessons, it would be well to review the Bible study suggested at the beginning of this article. We must not fail to help the junior answer such questions as, "Am I a Christian now?" "What does it mean to be a Christian?" "What does it mean to grow as a Christian?"; all in the light of Scripture.

All books mentioned are available through the Augustana Book Concern, Rock Island, Ill. The Moody Science Filmstrips may be purchased through Augustana Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minn. Price is \$5.00 each.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate III, Fourth Quarter

By MRS. MARLYN V. LARSON

My Treasure Chest is a delightful quarter to study during the summer months. It was my pleasure to see the treasure chests made by the intermediates of one of our churches during the summer of 1953. These young people had been motivated and guided by a skillful teacher to use their time, imagination, and artistic ability to make them things of beauty. The treasures stored in the chests revealed careful selection and preparation.

The Secret

No wonder so many of these boys and girls wished to keep their treasure chests intact and planned to add to them mementos of confirmation instruction, Bible camp, vacation church school, Luther League rallies and conventions, and visits to churches and church institutions!

I asked the gentleman who taught the class, "What is the secret of your success?"

He smiled as he answered, "If there is a secret, it is the fact that

we used the suggestions given in the Study Book and Teacher's Guide. I always find the intermediates willing to study and work. They like to make things. I understand that because I am a woodwork enthusiast myself. The boys and girls came to my basement workshop during the week and did much of the work on their treasure chests there."

Teachers Work Together

Then he stepped to the department file in the Sunday school office and took out a sheet of paper. As he handed it to me he said, "The three teachers in our intermediate department meet to make a plan for each quarter. This is the one made last June."

This is what I read:
Intermediate III, Fourth Quarter,
My Treasure Chest

I. Our aims for this quarter:

A. To lead the intermediate in an enjoyable review of the Bible, hymns, prayers, and religious art.

B. To motivate the intermediate to select and memorize some of his

favorite religious material.

II. Use the Study Book material as it is suggested in the Teacher's Guide. Remember to make homework assignments on the lesson after it is studied in class. Never make an assignment on the new lesson.

III. Activities for the quarter:

A. A department party (treasure hunt) the week before the new quarter begins. Mr. Anderson will make arrangements.

1. The treasure to be found will be the large old family Bible which the Anderson's have packed away in their attic.

2. The devotions for the evening will center around the favorite Bible verses marked in the Bible, the pictures in the Bible, and the copies of songs and poems found between the pages of the Bible. Grandma Anderson will explain them to us by lamplight as we sit on the floor in the attic.

3. The refreshments will be served in the attic by Jim Anderson's mother.

B. A treasure chest will be made by each pupil according to the suggestions in the Study Book and Teacher's Guide. Pupils may bring their materials to Mr. Johnson's basement workshop on Wednesday evenings and work there. Mr. J. will be there, too.

C. A lakeside breakfast and class

session will be held the Sunday when Lesson 2, "Why I Choose Jesus" is taught. Mrs. Ames will work with the student committee chosen to plan this outing. We will be back at the church for the 11:00 o'clock worship.

IV. Department worship plan for the quarter:

A. The worship will be held at the close of the class session. Pupils will go directly to class upon coming to Sunday school.

B. The worship will be planned and led by the pupils of the classes using material from the lesson of the Sunday.

C. Three worships will carry the mission theme provided in "Christian Growth Through Sharing" Intermediate III. (Available from Women's Missionary Society Headquarters, 3939 Pine Grove Avenue, Chicago 13.)

D. The worship assignments for the quarter:

Ninth Grade—Lessons 1, 2, 3 and 10, 11.

Eighth Grade—Lessons 4, 5, 6 and 12.

Seventh Grade—Lessons 7, 8, 9 and 13.

Mr. Johnson gave me a very good answer to my question regarding his success. I hope that it will encourage many intermediate departments to have regular quarterly planning sessions and inspire you all to make this study really

an adventure in good teaching.

I am impressed with the opportunity offered in this quarter for the development of devotional life. You will find these books helpful to you in meeting this challenge:

The Awakened Heart by Robert W. Stackel and *Girding Youth for Abundant Living* by Marjory Louise Bracher. Each is 65¢ and available from Augustana Book Concern, Rock Island, Ill.

The intermediates of our church schools are interested in the stories and articles found in TEEN TALK. I note that several of them turn first to the section entitled, "Courage—Wisdom—Strength." This indicates that devotional materials are of great interest to them.

Since these meditations are based on the lesson of the Sunday, they

serve very well as a follow-up during the week. An occasional report assignment or passing reference can make the use of these papers even more profitable.

I am sure that Miss Deloris Kantan, the editor of TEEN TALK, would appreciate letters from intermediate groups who are using the papers effectively. Send her the story and pictures about your activities this quarter.

Since the study of hymns is part of this treasure hunt, it might be an excellent time to suggest that intermediates receive a hymnal as a gift. If your pupils are members of the junior choir or youth chorus, I am sure that the director would co-operate by using some of the intermediates' favorite hymns as numbers during the quarter.

He that has found a way to keep a child's spirit easy, active and free, and yet at the same time to restrain him from many things he has a mind to, and to draw him to things that are uneasy to him, has, in my opinion, got the true secret of education.

—LOCKE

Helps for Teachers of Seniors

Christian Growth Series, Senior III, Fourth Quarter

By HILVIE OLSON GROSS

NOW comes the fourth and final quarter of the "Christ in the Bible" series. And what a rich study this series is! "Christ in New Testament History and Letters," the ensuing quarter, will likewise give teachers and high school students a basis for a rich and thrilling experience.

Early Evangelism

Thrilling indeed is the New Testament record of the first evangelism campaigns and the experiences of the early Christian converts. And how similar to modern life! Perhaps similar thrilling accounts could be given of the evangelism movement of today. As someone has said, "The Acts of the Apostles is an unfinished book. We are adding more pages to it all the time."

Who knows, maybe some high school youth may, through the efforts of members of your class, be brought to a consciousness of his

sins and receive Jesus Christ as Lord and Savior, and in your class fellowship receive the call to go forth into a lifetime of great service for Christ—as did Paul and other early Christians.

In this quarter the scriptures from Acts through Revelation are surveyed. Dr. Paul Lindberg of our Augustana Theological Seminary has written the study material.

First Five Sessions

The first five sessions are based on the book of Acts. First we are given the starting point: Jesus' work is continued by God as the Holy Spirit gives life and power to the disciples in His Church. The Spirit-filled disciples do carry on, as we learn in sessions 2 to 5,

Mrs. Gross is a former staff member of Augustana's Board of Parish Education. She and her husband now reside in Holyrood, Kansas, where Mrs. Gross teaches a group of high school youth at a local Sunday school.

and as any present-day Christian can attest to. One of the early converts, Paul, continues his witnessing throughout the entire known world, and becomes the one person in history most influential in making Christianity a world-wide religion. His letters to the young churches he had established and to his fellow workers form the scriptural basis of the next part of this quarter's study.

Lessons Six to Nine

Paul's letter to the Corinthians, Thessalonians, Romans, Galatians, Ephesians, Philippians, Colossians, Philemon, Timothy, and Titus, are surveyed in lessons 6 to 9, our second "unit" (if one wishes to divide the quarter's material into units). Many practical aspects of Christian living—both individual and corporate—are discussed in these epistles. These include such things as a congregation's functions, the Christian's responsibility to meet local social needs, world missions, and Christian leadership.

The epistle to the Hebrews and the General Epistles are studied in sessions 10 and 11. Here, in addition to becoming better acquainted with this part of the New Testament, students should be inspired to let Christ rule in every phase of life.

Revelation, the book which unfolds the "vision glorious," becomes

the topic for session 12, while the final session of the quarter is devoted to an overview of the "Bible as the Book of Christ."

Aim

As stated in the Teacher's Guide, the purpose of this entire year has been to "cover the Bible in such a way as to show the relation throughout to Christ and His Gospel of salvation." In this fourth quarter, besides helping the senior recognize the centrality of Christ in the New Testament history and letters, it is our prayer and aim that each senior may gain an evangelistic zeal to carry on Christ's work today.

Resources for Study

The New Testament study helps listed in the March CHURCH SCHOOL TEACHER are equally as valuable to the teacher of this fourth quarter's work as they were to the third quarter. They include Trever's "A Fresh Approach to the Bible" (3¢ each tract, available from National Council of Churches, Division of Christian Education, 257 Fourth Avenue, New York 10, N. Y.) and these books of the Teacher Training and Leadership Series¹:

Alleman, *The New Testament*
—A Study

Hiltner, *The Story of the New Testament*

Snyder, *The Book of Life*.

In addition, with this quarter's application-to-life emphasis on evangelism and Christian living, a teacher and the seniors will find these books of the same series enriching and enlightening:

Avery and Leshner, *You Shall Be My Witnesses* (evangelism)

Keiter, *Christian, What About Society?*

Krumholz, *Christianizing Community Life*

Stauderman, *My Congregation at Work*

Stoughton, *Whatever You Do* (Christian vocation).

No doubt the evangelism committee or pastor of your congregation has information to help the seniors share in the ongoing evangelism program. Find out what your class can do; plan; and then proceed to go forth as evangelists.

If there has been a Preaching-Teaching-Reaching mission in your area recently, or if one is being anticipated, be sure to relate this fourth quarter's study to that important function of the church of today.

Projects

P-T-R or not, the main class project for this quarter should be evangelism. Make organized efforts to bring backsliding youth or unchurched into the fellowship of the church. Help them correct any

misconcepts they might have acquired; strengthen them by the group fellowship to live the Christian life. Then we may truly recognize Christ in the acts of His disciples today!

Other activities to motivate and make meaningful this study of the New Testament history and letters are suggested in the Teacher's Guide and Study Book. On pages 61 to 63 of the Study Book, space is provided for pupils to record favorite passages from the Bible study for that day, and to preserve certain important facts about each of the books. If desired, the class may also make a wall chart similar to this for the classroom.

Pastor vs. Peter

With certain lessons there are suggested interesting assignments which we should not overlook. Lesson 1, for example, suggests that the seniors take notes on, or outline, one of the pastor's sermons and compare it with Peter's sermon on Pentecost.

Lessons 3 to 6 emphasize the importance of one individual's witness and his life work. Along with this there could be some special consideration of opportunities for Christian service in various vocations.

It would be well to think of lessons 1 to 5 as one unit, based on the book of Acts, and plan some

special summarizing activity for the fifth session. This may be a student planned and conducted program and worship, based on the book of Acts and the related Catechism helps given in the lesson material. This program should challenge each youth to continue in a worthy manner his role in the acts of Christ's followers of today.

(Such a program should be planned for the close of each study unit for seniors. High school youth will profit much more from a 20 to 30 minute "worship" at the close of a unit than from an unrelated 10 to 15 minute "opening exercise" each Sunday.

If at all possible, seniors should be separated from the rest of the Sunday school for the entire Sunday school hour. Then they can have their own brief lesson-related devotions each session, and the more complete program and worship to close the unit. This culminating worship may be held in the sanctuary or larger assembly room, but other devotional periods should be right in the seniors' class room.)

Our Unit B, lessons 6 to 9, is based on Paul's letters. Here the book by Phillips, *Letters to Young Churches*, should be circulated among members of the class for private reading. It should also be available for reference in class every session, however. (Surely there are several available copies of

this popular volume in the library or in the congregation. Augustana Book Concern sells it.)

During these four weeks each pupil should read independently the Epistles of Paul and keep up the chart in the back of his Study Book. (Indeed, the members of the class should read independently the New Testament from Acts through Revelation during this quarter.) In addition to checking on the progress of the chart, the teachers should give the pupils opportunity to share favorite passages. This opportunity may be given during the closing devotions of the class period when individuals may be encouraged to recite a Bible verse or offer a free prayer.

Applicable Today

Paul's letters contain much counsel that seems to be meant for us today. Present day situations in our churches, communities, and larger societies should certainly not be overlooked—nor should this present day situation detract us from gaining the needed acquaintance with this portion of the Bible. Depending on the time and facilities you have for your class, the background and needs of your pupils, and the opportunity for extra sessions of related discussions, you should give some attention to current problems and needs. It may be in the form of current

events; maybe pertinent clippings from *The Lutheran Companion* and other periodicals can be placed on the bulletin board. Perhaps the Hi-League could consider topics suggested in this material at some of their meetings.

Just for example, wouldn't a statement like "Before we send missionaries abroad, we must have pastors for our own congregations" (or one of the other commonly-heard statements quoted under "World Rescue" on page 37 of the Teacher's Guide) be an interesting topic for a debate at Hi-League?

Today's Church Leaders

Session 9, based on Paul's letters to church leaders, brings up the subject of our church leaders of today. Here a student committee can be assigned the task of learning the names of the local church officers and the most important of the district, conference and synodical officers and bring the information to the class. The local church directory or year book, the conference minutes, and the Augustana Annual or synodical minutes are the likely resources. Your pastor can help you get this information.

The Teacher's Guide suggests that one of the members of the local church council could be asked to the class session and answer students' questions concerning councilmen's duties, qualifications, etc.

The remaining sessions can either be considered as separate units or as one unit: "Christ's Supreme Purpose." Each session contains excellent material to help pupils recognize Christ in these last books of the New Testament, but each lesson is based on a separate part of the Bible. Each leads up to this climax, however: *Christ is eternally supreme*. This climax can be the topic for the unit's culminating program and worship.

The quarter's final session, "The Bible As the Book of Christ," provides opportunity to review the entire year's work. And an extremely worthy review this is!

The Final Theme

This final theme might also be the topic for a League or Family Night program. It may even provide the topic for a fall youth talent quest. Entries by individuals or teams may be in such categories as 1) orations, 2) essays, 3) poetry, 4) art, and 5) music. This venture might be undertaken co-operatively with other church youth groups—maybe as a part of a fall youth rally.

There are endless possibilities in working with high school youth—especially during the summer months when the school activities do not interfere. But, of course, each teacher must consider the particular needs and possibilities of his

group in his situation. Then, together with his pupils or representatives of the class he must plan what can be done to help each senior appreciate Christ's work in the New Testament History and Letters, and to appreciate Christ's work today. We must let Christ's work continue to go on in our class,

our church, our community, our state, our nation, and our world, in our day!

¹Teacher Training and Leadership Series of books is the recommended basic library of church school teachers' books for all churches. The Augustana Book Concern catalog lists the complete series.

Years ago, when Captain Alexander Livingston was serving as mate on the good ship *Turretbell*, his vessel went aground on a hard reef off Prince Edward Island during a storm. The gale was so bad that the crew was unable even to launch a lifeboat, and, in the very sight of farm folks standing helpless on a high cliff above them, the ship began to break up.

In desperation, the crew rigged up a handkerchief-parachute, tied a string to it, and flung it high into the air. The wind carried it straight toward the cliff but repeatedly a downdraft of air plunged it into the sea. Again they made a kite, with an old tin can for a tail, which, after much whipping around, finally landed on the cliff. To the twine they attached a line, and to the line a hawser. Then, with a bo's'n's chair they managed to get every man safely ashore.

Prayer is something like that. Our petitions are like kites lifted up into the realms of heaven, where God waits to receive them. Through them we make ever more powerful contacts with Him, and by them we ourselves are finally drawn close and safe into His presence.

—ARTHUR A. ROUNER in
When A Man Prays

Galilean Garden

By MARION ULLMARK

"**M**OTHER," my young son burst into the living room like a tornado. "What flowers grew in Galilee?"

"Well," I hesitated, for I really didn't know the answer to his question.

"Here's the whole thing, Mother," Bud sat down on the davenport beside me. "At Sunday school today, we decided to make a flower garden out of that strip of ground back of the church. The pastor is all for it, and he suggested, Mother, that we make a Galilean flower garden. Look it up for us will you, Mother?"

Getting Started

The next day at the library I discovered to my surprise and pleasure that the flowers Jesus saw and loved so many hundreds of years ago were some of the familiar friends of our modern gardens. The idea of a garden of this sort proved popular with the members of First Church right from the start. A nurseryman gave us

one hundred bulbs, garden club enthusiasts transplanted strong, sturdy plants from their own gardens, and every child in the Sunday school gave at least one bulb to be planted in the garden for Jesus.

The Harvest

When all the planting was finished, the good black Illinois dirt, the plentiful showers and the warm prairie sun did their share to make the garden beautiful. Soon the blossoms were growing in the same profusion that they once grew up in the hills of Galilee, when Jesus walked among them and compared them to Solomon in all his glory.

The garden had kingly, purple iris, glorious, yellow jonquils and fragrant pink and white hyacinths in the spring. In the summer there were fragile, red poppies, dainty, white, pink and blue lupines, gorgeous, heavy heads of phlox in shades of rose and white, clump after clump of gay gladioli and the

beautiful, cup shaped white, purple and red flowered anemone, the "lilies of the field."

As this garden was for Jesus, made up of the flowers He had known, naturally the next step was to share it with Him. The young people did this in two ways. Each Sunday they placed a bowl of fragrant blooms in the church. Each Sunday afternoon they took bouquets to patients in the hospital. The hospital floor nurses supplied them every week with a list of names of those who needed a little reminder that someone cared about them.

Our Galilean garden has

seemed to bring Jesus very close to all of us in First Church. On warm summer mornings the sweet perfume of the flowers floats in through the opened windows, and on the altar the presence of the flowers speaks to us in the universal language of beauty. There is great comfort and solace to be found in the sure knowledge that Jesus saw and loved the same flowers that we give Him today.

In the midst of turmoil, fears and alarms, the young folks of First Church have made an oasis of beauty, a quiet place for Him to walk in, and we feel that their gift is acceptable to Him.

The highest of characters, in my estimation, is his, who is ready to pardon the moral errors of mankind as if he were every day guilty of some himself; and at the same time as cautious of committing a fault as if he never forgave one.

—PLINY, THE YOUNGER

AUDIO-VISUALS FOR USE WITH THE CHRISTIAN GROWTH SERIES FOURTH QUARTER

July, August, September, 1956

General Instructions

The audio-visual resources listed for use in the Christian Growth Series are correlated with lessons by a staff member of the Board of Parish Education. Some audio-visuals are clearly relevant to a lesson, others less so. This is because they have not been specifically made for the lessons. Users will have to decide in each case, by previewing, whether to use the entire filmstrip or film, whether to put it in the framework of worship or study, and whether to use it with the class alone or the whole department. It is never good in Christian Growth to join several departments in viewing, because they are studying different subjects.

All prices of filmstrips and slides, unless otherwise indicated, are sale prices. All prices for films, unless indicated otherwise, are rental prices. Most filmstrips listed may also be rented from the Audio-Visual Service, 2445 Park Ave., Minneapolis 4, Minn.

In listing audio-visuals the following symbols are used: F, for films; Fs, for filmstrips; Sfs, for sound filmstrips (with records); S, for slides; R, for recordings.

PRIMARY III—Fourth Quarter

Unit A—For Whom Do We Pray?

Lesson 1—We Pray For Ourselves

S—Ha 302 **Gethsemane**—60c

S—Cm 986 **Christ in Gethsemane** (Sallman) 60c

Sfs—**Gethsemane**—15 Min. Color, Rental \$3.00, Purchase \$7.50

S—Cc 713—**Praying Hands** (Durer) 60c

Lesson 2—We Pray For Our Family

Fs—**Happy Times At Home**—30 frames, b&w, \$3

S—Ha 867—**Family Praying Before Meal** 60c

S—Ha 868—**The Bedtime Prayer** 60c

S—Ha 869—**The Evening Prayer** 60c

Lesson 3—We Pray For Our Friends and Neighbors

Fs—**Mike Grows Another Way**—51 frames, color, \$6.50

S—Ha 812—**Peter Delivered From Prison** 60c

Lesson 4—We Pray For Our Enemies

S—N 230—**The Death of Stephen** 60c

Sfs—**Stephen, First Christian Martyr** Rental \$3.00. Purchase \$7.50

Lesson 5—We Pray For People Who Are Different

Sfs—**Bill Brought Them**—55 frames, color. Rental \$2.50. How Christian children helped Jewish children come to Sunday school.

Lesson 6—We Pray For Our Church

S—Ha 821—**Lydia Learns of Jesus** 60c

Sfs—**Kathy Meets Some Church Helpers** 60c

Lesson 7—We Pray For Our Country

S—Ha 870—**Washington Prayed for His Country at Valley Forge** 60c

Unit B—Jesus With Us Everywhere

Lesson 8—When Things Change

S—Ha 647—**Joshua's Call** 60c

Lesson 9—When We Move

S—Ha 599—**Abraham Builds An Altar** 60c

Fs—**Abraham** 26 frames, color, \$6.50

Lesson 10—When There Is Someone New at Home

Fs—**Babies of Farm and Home**—40 frames, color, \$5

Lesson 11—When We Cannot Have Everything

Sfs—**Bushy, the Squirrel**—30 frames, color, \$7.50 (The parable of the rich fool in story form adapted to children)

Lesson 12—When It Is Hard to Do Right

Fs—**Gideon**—25 frames, color, \$5.00
F—**Flying Straight**—11 min., b&w, \$5 color, \$8 rental

Lesson 13—When We Are Promoted

Fs—**Mike Learns**—53 frames, color, \$6.50

JUNIOR III—Fourth Quarter AS WE GROW OLDER

Unit A—God Wants Juniors to Grow Up

Lesson 1—We Grow In Body

Fs—**Saul and David**—35 frames, color \$7.50
Fs—**Mike Grows**—50 frames, color, \$6.50

Lesson 2—We Work and Do Our Part

Fs—**Making Home a Happier Place**—72 frames, b&w, \$3
Fs—**We Grow Together**—63 frames, b&w, \$3

Lesson 4—We Use Our Heads

Fs—**Mike Learns**—53 frames, color, \$6.50

Lesson 5—We Obey the Rules

Fs—**Introduction to the Commandments** (from the Ten Commandments Visualized) 30 frames, b&w. Sold only as part of the series. \$20.00

Unit B—God Himself Is Present

Lesson 7—God Is in the World He Made

F—**"God's Wonders"** series would be excellent here. They are 10 minute, color films on subjects such as: God's Wonders in Flowers, God's Wonders in a Woodland Brook, God's Wonders in the Zoo, God's Wonders on the Farm, God's Wonders in Your Own Back Yard. Rental \$5.00 each.

Sfs—**Days of Wonder**—50 frames, color, \$10

Fs—**God's Wonderful World**—69 frames, color, \$5.00

F—**Creation According to Genesis**—10 min., color, rental \$5.00

Sfs—**To Everything a Season**—50 frames, color. \$10.50

Fs—**The World of Living Things**—38 frames, color. \$5.00

Unit C—When Things Change

Lesson 9—When Home Seems Different

Fs—**Naaman and the Little Maid**—31 frames, color. \$5.00
Fs—**Babies of Farm and Home**—40 frames, color. \$5.00

Unit D—Two Great Questions

Lesson 12—How May I Grow More Like Jesus?

Fs—**Mike Grows Another Way**—51 frames, color, \$5.00

Lesson 13—Am I a Christian Now?

Fs—**Jim Makes a Decision**—26 frames, color. \$4.50

INTERMEDIATE III—Fourth Quarter MY TREASURE CHEST

Unit A—Bible People I Like

Lesson 1—What Do I Like?

Sfs—**Measure of a Man**—75 frames, color. Rental \$2.50. Purchase \$15.00

Lesson 2—Why I Choose Jesus

Sfs—**Seek Ye First**—70 frames, b&w. Rental \$2.50. Purchase \$10.00
Fs—**The Life of Christ**—75 frames, color (in 2 parts, each 5.00)

Lesson 3—Someone Else in the Bible I Like

Fs—**The Life of Paul**—75 frames, color. \$5.00

Unit B—Favorite Bible Selections

Lesson 5—Bible Stories I Like—Many color filmstrips are available, from which to choose one as the teacher's favorite story.

Lesson 9—A Book of the Bible I Like

Fs—**The Story of the Exodus**—37 frames, color. \$7.50
Fs—**"The Prophets" Series**—include Isaiah, Jeremiah, Amos, Hosea, Ezekiel, Jonah)

Unit C—Other Favorites

Lesson 12—Bible Pictures I Like

Use several color slides which are copies of the masterpieces mentioned in the lesson. These slides are available at 60c each.

- Cp 72—Plockhorst—"Tidings of Great Joy"
 Cc 189—Lerolle—"The Arrival of the Shepherds"
 Cc 271—Raphael—"The Sistine Madonna"
 Cc 130—Hofmann—"Christ and the Doctors"
 Cc 257—Plockhorst—"Christ Blessing the Children"
 Cc 131—Hofmann—"The Rich Young Ruler"
 Cc 482—Zimmerman—"Christ and the Fishermen"
 Cc 670—Leonardo DaVinci—"The Last Supper"
 Cc 133—Hofmann—"Christ in Gethsemane"
 Cc 89—Ender—"Holy Women at the Tomb"
 Cc 258—Plockhorst—"The Good Shepherd"
 Cc 161—Hunt—"The Light of the World"
 Cc 552—Copping—"The Hope of the World"
 Cc 495—Burnand—"Come Unto Me"
 Lesson 13—What the Bible Means to Me
 F—**45 Tioga Street**—32 min., b&w. \$9.00 rental
 F—**Bible On the Table**—28 min., b&w. \$8.00 rental
 Sfs—**The Good Book**—88 frames, color. Purchase \$7.00 (with LP record)
 Fs—**The Bible Through the Centuries**—60 frames, color. \$5.00
 F—**A Boy and His Bible**—30 min., b&w. \$9.00

**SENIOR III—Fourth Quarter
 CHRIST IN NEW TESTAMENT HISTORY
 AND LETTERS**

- Lesson 1—Continued by God
 Fs—**The Story of Pentecost**—30 frames, color. \$5.00
 Fs—**The Church Is Born**—32 frames, color. \$5.00

Fs—**Sanctification, Part 1**—35 frames, b&w. Sale as part of series of 3 filmstrips. \$9.00

Lesson 2—Continued by Man

Fs—**The Church Is Born**—32 frames, color. \$5.00

Lesson 3—Stephen Preaches Fearlessly

Sfs—**Stephen, First Christian Martyr**—43 frames, color. Rental \$3.00. Purchase \$7.50

F—**Stephen, First Christian Martyr**—25 min., color. \$9.00 rental

Lesson 5—World Christian

Fs—**Life of Paul**—78 frames, color. \$5.00

Fs—**Paul, a Chosen Vessel**—27 frames, color \$5.00

Lesson 6—Christ in the Congregation

F—**And Now I See**—30 min., b&w. \$10.00 rental

Sfs—**Seek Ye First**—70 frames, b&w. Rental \$2.50. Purchase \$10.00

Lesson 7—Christ For the World

Sfs—**The World Is Our Field**—18 min., color. Rental \$2.50. Purchase \$20.00

Lesson 9—Christ With Christian Leaders

Fs—A Series on **Christian Vocations** would be useful here.

Who Will Go? Job for Judy, Vacant Pulpit, all 20 min., color. Rental \$2.50 each

F—**Job For Bob**—34 min., b&w. \$8 rental

Lesson 10—The Purpose of Christ's Work

Fs—**Why Do We Live?**—34 frames, b&w. \$3.00

Lesson 13—The Bible As the Book of Christ

F—**Fire Upon the Earth**—26 min., color. \$10.00

F—**A Boy and His Bible**—30 min., b&w. \$9.00